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ABSTRACT

In order to determine appropriate training activities for a management development program at Bucks County Community College (BCCC), 64 administrators were asked to assess the current operation of the college and to project a goal towards which they would like to work. The questionnaire, developed by Rensis Likert, was comprised of 32 statements describing the character of the motivational forces, communication process, interaction-influence process, decision-making process, goal-setting process, control processes, and performance goals at the college. These operating characteristics were then classified according to four management systems: exploitative authoritative, benevolent authoritative, consultative, and participative. Respondents, identified as members of the President's administrative staff, department chairpersons, student affairs officers, management personnel not in another category, and supervisory personnel, were asked to indicate the degree to which each questionnaire item described the current condition at the college and the degree to which the condition was desirable. Overall, the 43 respondents viewed the current operation of BCCC as a blend of the benevolent authoritative and consultative systems of management, but desired a blend of the consultative and participative systems. The report analyzes each sub-group's responses and includes recommendations and the questionnaire. (AYC)

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NEEDS ASSESSMENT FOR MANAGEMENT DEVELOPMENT

Dr. Jack Mahon
Assistant to the President
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Newtown, Pennsylvania

1978

JC 800 410

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NEEDS ASSESSMENT FOR MANAGEMENT DEVELOPMENT

INTRODUCTION

One of the more challenging aspects of any staff development program is the needs assessment that will assist in the determination of appropriate training activities to meet the objectives of the program, and in so doing, the needs of the participants in the program. Oftentimes the needs assessment technique is a survey form in which prospective participants are asked to define their needs and perhaps even recommend what activities would be most valuable in meeting those needs. Hammons, Wallace, and Watts provide a good description of various techniques for determining staff development needs in Chapter Three of their "Staff Development in the Community College: A Handbook" (Topical Paper Number 66, ERIC Clearinghouse for Junior Colleges, University of California, Los Angeles, 90024).

While a general survey of current management employees has many values in any staff development program, we utilized a slightly different approach in an attempt to gain a view of the current operating system of Bucks County Community College as well as the "desired" operation of this same institution. Our intent was to gain the interest of the management employees through providing a stimulating, yet thought provoking, exercise that would allow them not only the opportunity to assess the current operation of the college but also project a goal towards which they would like to work. The remainder of this paper describes the methodology used, the results of that methodology at Bucks County Community College and recommendations for those who might wish to use a similar methodology at their own institution.

METHODOLOGY

The basis for this analysis is the structure provided by Rensis Likert in The Human Organization where Likert enumerated the following operating characteristics in any system of organization:

1. Character of motivational forces.
2. Character of communication process.
3. Character of interaction-influence process.
4. Character of decision making process.
5. Character of goal setting process.
6. Character of control processes.
7. Performance characteristics.

These operating characteristics are then classified according to four possible systems of organization and scored accordingly:

1. Exploitative authoritative.
2. Benevolent authoritative.
3. Consultative.
4. Participative.

Permission was gained from McGraw Hill Book Company to utilize Table 3-1 which is found on pp. 14 through 24 in Likert's The Human Organization as the basis for a questionnaire to be distributed to the exempt employees at Bucks County Community College (see Appendix A). Participants were asked to respond to the questionnaire in the following manner:

1. Place a circle around the letter of the response that most closely resembles the operation of this college at this time.
2. Place a line through the letter of the response where you would like to have this college's operation at time.

No individuals were identified by their responses. Individuals were grouped, however, into one of five subgroups so that further developmental work might take place

within or between these subgroups. The five subgroups identified were as follows:

1. President's Administrative Staff (PAS) - a group of fourteen exempt employees who met weekly with the president although their position may not directly report to the president. This grouping developed over the history of the College and was in operation with the current positions for the past two years.

2. Department Chairpersons (DC) - academic department chairpersons who were responsible for one of the academic departments within the College.

3. Student Affairs (SA) - management employees within traditional student affairs areas within the College. There was no centralized student affairs division within the College and these people reported to various positions within the College.

4. Management Personnel (MAN) - exempt employees who initially did not fit into one of the other four categories. At the point of analysis these four individuals were worked into one of the other four categories, that being the one most closely approximating their particular function on this campus.

5. Supervisors (SUP) - supervisory personnel who were also exempt employees. These individuals cut across all areas within the College and were included in the College's management development program.

(See Appendix B for the location of most of the positions that comprise these subgroups on the organizational chart.)

Responses were received from forty-three of the sixty-four exempt employees resulting in a 67% response rate. All subgroups were well represented by responses with the supervisors having the lowest rate of return at 58%.

The questionnaire was designed so that questions relating to the seven operating characteristics of any organization were randomly located throughout the questionnaire. Additionally the possible responses were randomly placed to avoid any pattern in responses. The responses were then tallied and keyed back to the master sheet for analysis purposes.

RESULTS

Overall the exempt employees viewed the current operation of the College as a blend between the benevolent authoritative and consultative systems of organization (see Table I). They also indicated a desire for the operation to be at a blend between the consultative and participative systems of organization. Decision making was seen as the least participative area of operation within the College and motivational was viewed as the most participative. One of the advantages of this sytem of analysis is that it would allow individuals the opportunity to view their responses to the precise questions that comprise the various operating characteristics so that a more indepth discussion could take place on their particular response.

TABLE I

COMPARISON OF EXEMPT EMPLOYEES PERCEPTIONS OF CURRENT OPERATION OF COLLEGE WITH PREFERRED OPERATION

OPERATING CHARACTERISTIC	CURRENT	PREFERRED
Motivational	2.97	3.78
Communication	2.62	3.70
Interaction-Influence	2.63	3.67
Decision Making	2.36	3.54
Goal Setting	2.57	3.66
Control	2.54	3.54
Performance	2.58	3.81
Total Operating System	2.62	3.66

(In a prior study completed by this author utilizing this same format statistical significant differences were analyzed for purposes of that report. The author chose not to

utilize statistical techniques in this report since the intent was one of constructing a management development program as opposed to noting statistical differences. Other authors may well wish to pursue the statistical route.)

As one views the responses of the President's Administrative Staff (PAS) (see Table II) one can begin to see a difference in perception of the current operation of the College. As mentioned before the President's Administrative Staff was a group of fourteen individuals who met weekly with the president to discuss various aspects of the College's operation. Not surprisingly this group viewed the current operation as the most participative of all the subgroups analyzed in this report. In five of the seven operating characteristics as well as in the total current operating system the President's Administrative Staff gave the most participative response in the entire survey. This group also indicated in three of the operating characteristics the least participative preferred mode of operation.

TABLE II

COMPARISON OF PRESIDENT'S ADMINISTRATIVE STAFF PERCEPTIONS OF CURRENT OPERATION OF COLLEGE WITH PREFERRED OPERATION

OPERATING CHARACTERISTIC	CURRENT	PREFERRED
Motivational	H 3.44	3.61
Communication	H 2.87	L 3.36
Interaction-Influence	H 2.76	3.59
Decision Making	2.55	L 3.28
Goal Setting	H 2.88	3.58
Control	H 2.69	3.39
Performance	2.75	L 3.69
Total Operating System	H 2.89	3.49

Table III presents the information from the department chairpersons. The department chairpersons perceived the least participative area of all subgroups in the operating characteristics of interaction-influence and in performance. However, the department chairpersons also indicated the preference for the most participative system both totally as well as in each of the operating characteristics. This may well be a result of their selection process at that time in the College in which department chairpersons were chosen from their academic department and the need for collegial relationships was viewed as critical in their job performance. In fact the job selection mentioned above was considered by many faculty members to be an "election".

TABLE III

COMPARISON OF DEPARTMENT CHAIRPERSON'S PERCEPTIONS OF CURRENT OPERATION OF COLLEGE WITH PREFERRED OPERATION

OPERATING CHARACTERISTIC	CURRENT	PREFERRED
Motivational	2.77	H 3.88
Communication	2.71	H 3.70
Interaction-Influence	L 2.45	H 3.98
Decision Making	2.24	H 3.73
Goal Setting	2.60	H 3.70
Control	2.44	H 3.66
Performance	L 2.15	H 3.90
Total Operating System	2.55	H 3.79

The student affairs management employees indicate a marked difference with other subgroups within the College (see Table IV). Both in total operating system as well as in five of the operating characteristics this group perceives the least participative systems in operation. Part of the explanation for this perception can be seen in a review of the organizational chart (Appendix B). In 1972 student affairs personnel were centralized under a Dean of Students who reported directly to the president. Under the current organizational chart their reporting lines were spread throughout the organization and there was no single officer identified as their representative in the President's Administrative Staff. Likewise the student affairs management employees also indicated the least participative preferred system of organization as far as the total system as well as in five of the operating characteristics. This may well represent a realistic approach that, given the current constraints of the organizational structure, they should not ask for too much participation.

TABLE IV

COMPARISON OF STUDENT AFFAIRS MANAGEMENT EMPLOYEES PERCEPTIONS OF CURRENT OPERATION OF COLLEGE WITH PREFERRED OPERATION

OPERATING CHARACTERISTIC	CURRENT	PREFERRED
Motivational	L 2.52	L 3.31
Communication	L 2.27	3.57
Interaction-Influence	2.47	L 3.36
Decision Making	L 1.98	3.33
Goal Setting	L 2.00	L 3.04
Control	L 1.94	L 2.88
Performance	2.17	3.78
Total Operating System	L 2.22	L 3.32

Table V presents the responses from the supervisors. In two areas, those being decision making and performance, they indicated the most participative system in operation. This could be accounted for by the fact that these individuals are often front line supervisors and therefore very much involved in both decision making and performance evaluation in their areas of responsibility.

TABLE V

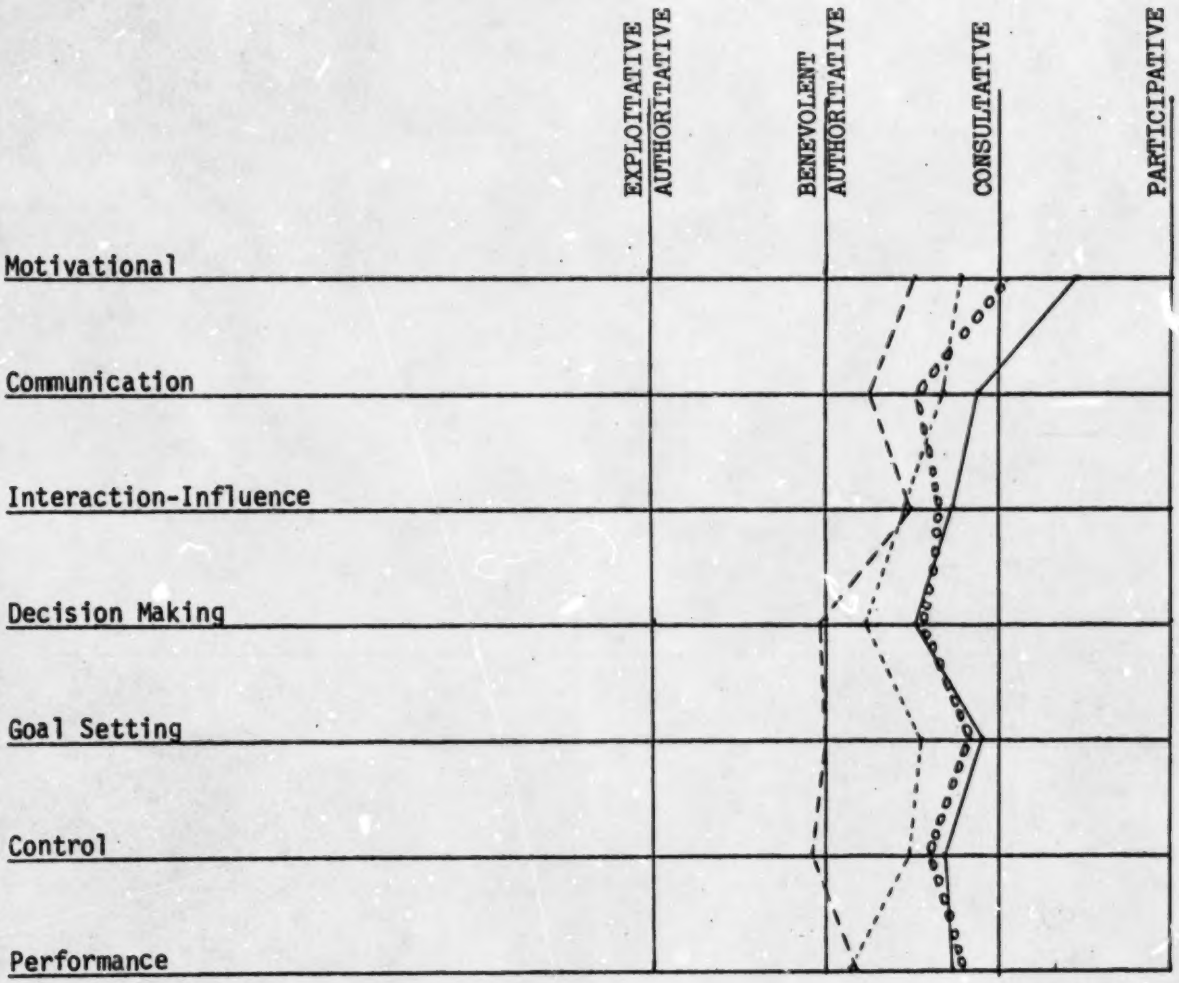
COMPARISON OF SUPERVISOR'S PERCEPTIONS OF
CURRENT OPERATION OF COLLEGE WITH PREFERRED OPERATION

OPERATING CHARACTERISTIC		CURRENT	PREFERRED
Motivational		3.04	3.81
Communication		2.57	3.67
Interaction-Influence		2.68	3.53
Decision Making	H	2.58	3.48
Goal Setting		2.80	3.69
Control		2.61	3.49
Performance	H	2.81	3.78
Total Operating System		2.71	3.63

Another means of depicting this data wold be with charts. Figures I and II indicate the current and the preferred operation of the College by the four subgroups.

FIGURE: I:

CURRENT OPERATION



_____ President's Administrative Staff (PAS)

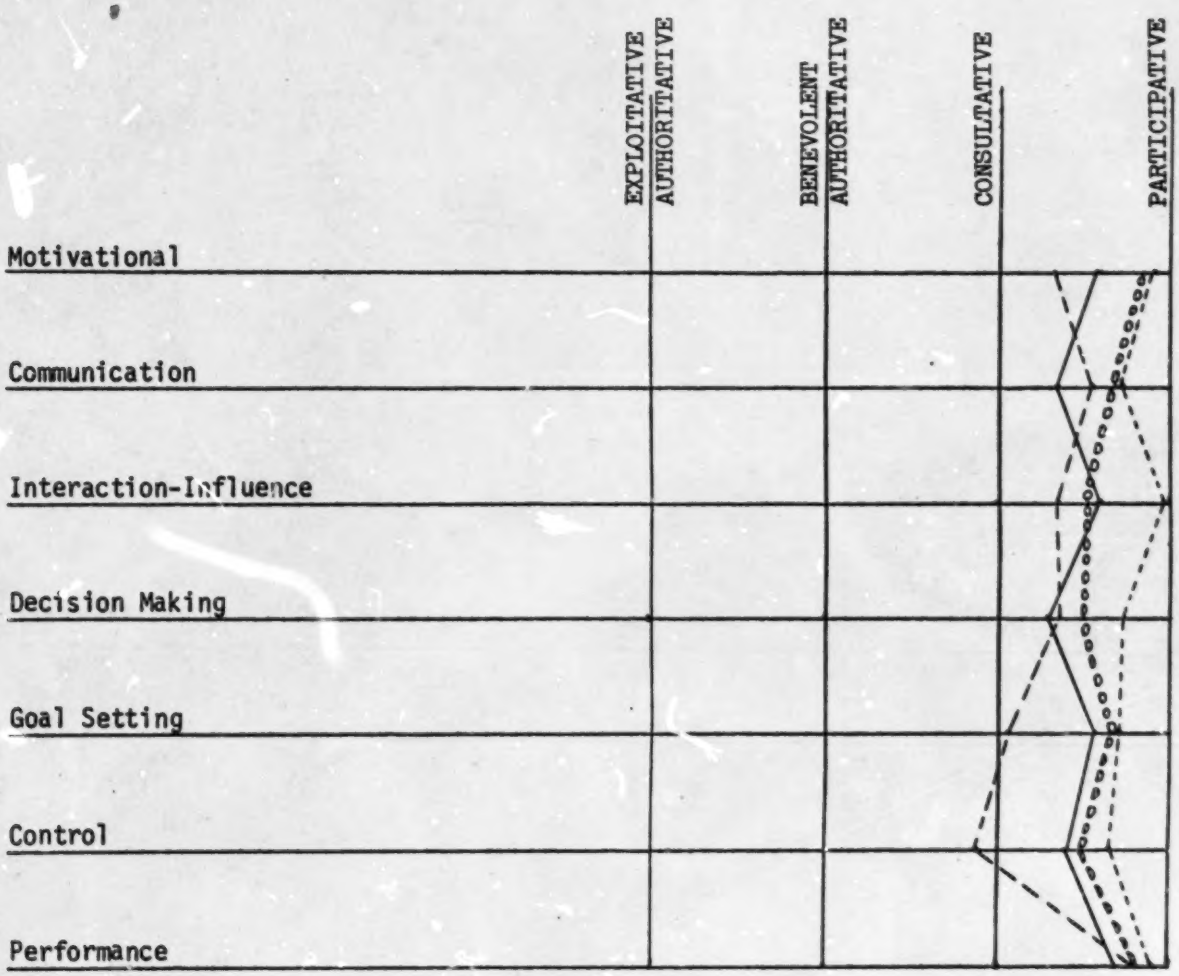
------- Department Chairpersons (DC)

_ _ _ _ Student Affairs (SA)

o o o o Supervisors (SUP)

FIGURE II:

PREFERRED OPERATION



——— President's Administrative Staff (PAS)

-------- Department Chairpersons (DC)

_ _ _ _ Student Affairs (SA)

o o o o Supervisors (SUP)

The information collected in the survey and analyzed above could form the basis for many valuable developmental activities affecting many areas of operation within the institution. For example, the area of communication is one in which individuals could meet either within subgroups or in some other work setting and analyze their responses to the questions on the survey that related to communication and how they might move from the current operation to the preferred mode of operation. Given this type of activity throughout the institution at all levels and given the fairly consistent responses by all subgroups on the preferred level of participation, the results should be more easily forthcoming than in a situation where this agreement had not been reached. Likewise, those areas that indicate a considerable difference in perception of the current operation from other subgroups could more fully explain their perceptions and hopefully a growth would take place within all exempt employees to direct their efforts towards the preferred mode of operation.

RECOMMENDATIONS

1. While the data collected is extremely valuable and can be utilized in many staff developmental activities within any college, it is highly recommended that both the collection of the data, the analysis of data and the establishment of programs to meet the needs indicated be done by an individual external to the institution. Individuals within the college who perform these functions, unless that individual is the president, will be suspect for all changes they recommend. Even internal study groups are not above suspicion. The external consultant is not seen as a vested interest and changes need to be forthcoming if his/her salary is to be justified to a public taxpaying body today.

2. The emphasis of the staff development should be oriented toward the preferred operating system that all groups wished to see at the college. If too much time is spent dwelling on the lack of participation seen by some segments within the college,

hostility can result from that perception and very little progress will be made. In a similar vein the President's Administrative Staff has to recognize that other groups do not view the operating system as participative as they do and they can, in a large measure, open up the participation in this college through a sharing of their present authority and influence. If this is seen as a win/lose situation, once again very little progress will be made. The emphasis must be placed upon the goal of the preferred operating system and specific staff development programs and activities must be geared toward reaching that goal.

3. Settings must be devised whereby the open discussion of the perceptions indicated in the survey can be discussed freely and constructively. The fact that individuals will place a particular response on an anonymous survey does not always mean that they will openly discuss these perceptions in groups settings. The non-threatening nature of these discussions is critical because it is only through the face-to-face contact and dialogue that change will come about. Completed surveys do very little in changing individual's behavior. Behavior changes after time and only after the dialogue, persuasion and directed helpful assistance.

APPENDIX A

BUCKS COUNTY COMMUNITY COLLEGE
NEWTOWN, PENNSYLVANIA 18940 (215) 968-5861

OFFICE OF
THE PRESIDENT

RESEARCH & PLANNING

August, 1976

Dear Exempt Employee:

On Friday, September 10, 1976, the Task Force on Management Development will hold a workshop/seminar on Management Styles. As leader for that session, I would like to ask your assistance in order to make those three hours meaningful to you and to the College.

Attached is a questionnaire which I am asking you to complete and return to me by Friday, September 3. Please complete the questionnaire in the following manner:

1. Place a circle around the letter of the response that most closely resembles the operation of this College at this time.

2. Place a line through the letter of the response where you would like to have this College's operation at this time.

Using Question #1 as an example:

1. How do you see the flow of information within this College?

a. Down, up, and with peers
b. Down and up
c. Downward only
d. Mostly downward

It is quite possible to have the circle around and line through the same response item.

No individual will be identified by his or her responses. The coding on the questionnaire is to place individuals within various group settings, thus enabling further discussion/analysis within these working groups.

Please give this questionnaire your serious consideration.

If you have any questions regarding either the questionnaire or the session on September 10, please call me at extention 483 or 484.

Sincerely yours,

JACK MAHON
Assistant to the President
HICKS ART CENTER -- ROOM 207

JM/ba

P A S D C S A M A N S U P

1. How do you see the flow of information within this College?

   a. Down, up, and with peers

   b. Down and up

   c. Downward only

   d. Mostly downward

2. Which phrase best describes your present attitude towards the College and its goals?

   a. Attitudes may be hostile but more often are favorable and support the organizational goals.

   b. Attitudes usually are hostile and counter to organizational goals.

   c. Attitudes are sometimes hostile and sometimes favorable to organization's goals.

   d. Attitudes are generally strongly favorable and provide stimulation to implement organization's goals.

3. At what hierarchical levels in the College does the major concern exist with regard to the control function in its operation?

   a. Primarily at the top but some shared feeling of responsibility at lower levels.

   b. At the top only.

   c. Primarily or largely at the top.

   d. Concern is felt throughout the organization.

4. How would you evaluate the sideward communication, its adequacy and accuracy within the College?

   a. Fair to good

   b. Good to excellent.

   c. Usually poor because of competition between peers, some hostility.

   d. Somewhat poor because of competition between peers.

5. Which phrase best describes the decision-making process with the College?

   a. Decision-making contributes relatively little motivation.

   b. Decision-making process contributes substantially to motivate implementation.

(Con't.-5.c.)

c. Some contribution by decision-making to motivation to implement.

d. Decision-making contributes little or nothing to motivation to implement the decision.

6. Which phrase best describes your motivation for working in this College?

a. Physical security, economic security, and some desire for status.
b. Economic, ego, and other motives, such as desire for new experience.

c. Economic and occasionally ego motives, as the desire for status.

d. Economic, ego and motivational forces arising from group processes (involvement).

7. Where do you feel the College's decisions are formally make?

a. Policy at top, many decisions within prescribed framework made at lower levels.

b. Bulk of decisions at top of organization.

c. Broad policy and general decisions at top, more specific decisions at lower levels.

d. Decision-making widely done throughout organization.

8. How responsible do you feel for forwarding accurate information upward in this College?

a. Relatively little, usually only upon request.

b. Some to moderate degree of responsibility.

c. Considerable responsibility, group communicates all relevant information.

d. None at all.

9. Which phrase best describes the amount of influence that you can exert on the College goals, methods and activities?

a. Moderate amount both directly and in groups.

b. Substantial amount both directly and in groups.

c. Little except through informal organization or in groups.

d. None except through informal organization or in groups.

10. Which phrase best describes the decision-making process within this College?

    a. Both person-to-person and group, partially encourages teamwork.

    b. Person-to-Person only, discourages teamwork.

    c. Largely based on group pattern, encourages teamwork.

    d. Person-to-Person almost entirely, discourages teamwork.

11. Which of the following four phrases best describes your perception of the manner in which work is motivated within the College?

    a. Rewards and some actual or potential punishment.

    b. Group participation and involvement in setting goals.

    c. Fear, threats, punishment and occasional rewards.

    d. Rewards, occasional punishment, and some involvement in goal setting.

12. How do you see the goal-setting operation within this College?

    a. Except in emergencies, goals are ususally established by means of group participation.

    b. Goals are issued, opportunity to comment may or may not exist.

    c. Orders issued.

    d. Goals are set after discussion with subordinates of problems and planned action.

13. Where do you perceive the review and control functions to reside in this College?

    a. Highly concentrated in top management.

    b. Quite widespread responsibility for review and control.

    c. Relatively highly concentrated, with some delegated control to lower levels.

    d. Moderate downward delegation of review and control processes, lower levels feel responsible.

14. How well do you feel the management knows and understands the problems of the subordinates within the College?

    a. Usually very close.

    b. Far apart.

    c. Can be moderately close if proper roles are kept.

    d. Fairly close.

15. Which phrases best describes the decision-making process within the College?

a. Decisions usually made at levels appreciably higher than levels where most adequate information exists.

b. Some tendency for decisions to be made at higher levels than where most adequate information exists.

c. Group decision processes tend to push decisions to point where information is most adequate.

d. Decisions often made at levels appreciably higher than levels where most adequate information exists.

16. Which phrase best describes the amount of cooperative teamwork present within the College?

a. Virtually none.

b. Moderate amount.

c. None.

d. Very substantial amount.

17. How would you evaluate the productivity within the College?

a. Good productivity.

b. Fair to good productivity.

c. Mediocre productivity.

d. Excellent productivity.

18. How accurate are the measurements and information used to guide and perform the control function within the College?

a. Information and measurements tend to be complete and accurate.

b. Measurements and information are often incomplete and accurate

c. Information is only moderately complete and contains some inaccuracies.

d. Measurements and information are usually incomplete and often inaccurate.

19. How aware are the decision-makers of the problems at your level in the College?

a. Generally quite well aware of problems.

b. Moderately aware of problems.

c. Aware of some, unaware of others.

d. Often are unaware or only partially aware.

20. Which phrase best describes the amount and character of interaction within the College?

a. Little interaction and always with fear and distrust.

b. Little interaction, some caution, some condescending by supervisors.

c. Extensive, friendly interaction with a high degree of confidence and trust.

d. Moderate interaction, fair amount of confidence and trust.

21. How much actual influence to you see the management of this College exercising over its goals, activities and methods?

a. Substantial but done indirectly.

b. Believed to be substantial but actually moderate.

c. Moderate to substantial.

d. Moderate to somewhat more than moderate.

22. How would you classify the acceptance or rejection of the College's goals?

a. Goals are overtly accepted, but often covertly resisted to at least a moderate degree.

b. Goals are fully accepted both overtly and covertly.

c. Goals are overtly accepted but are covertly resisted strongly.

d. Goals are overtly accepted but at times with some covert resistence.

23. To what extent do you feel there is an informal organization present and supporting or opposing goals of the formal organization within the College?

a. Informal organization present and partially resisting goals.

b. Informal organization present and opposing goals of formal organization.

c. Informal and formal organization are one and the same.

d. Informal organization is present and may either support or partially resist goals.

24. How do you view the downward information within the College?

a. Viewed with great suspicion.

b. May or may not be viewed with suspicion.

c. Often accepted but at times viewed with suspicion.

d. Generally accepted, but if not, openly and candidly questioned.

25. How would you characterize the flow of information from one part of the College to another?

a. Downward only.

b. Information flows in all directions from all levels.

c. Largely downward but some capacity for upward and between peers.

d. Almost entirely downward.

26. How would you classify the evaluation procedures within the College?

a. Useful to help workers guide own efforts.

b. Useful as a check.

c. Necessary for policing.

d. Useful for policing.

27. How accurate is the information available for decision-making at the place where decisions are made?

a. Reasonably adequate and accurate information available.

b. Moderately adequate and accurate information available.

c. Relatively complete and accurate information available.

d. Partial and often inaccurate information only is available.

28. What satisfaction do you derive from membership in this College?

a. Dissatisfaction to moderate satisfaction with regard to membership.

b. Usually dissatisfaction with membership in the organization and supervision.

c. Relatively high satisfaction with organizational membership and supervision.

d. Some dissatisfaction to moderately high satisfaction with membership and supervision.

29. Which phrase best describes your attitude toward other members of the College?

a. Subservient to superiors and hostility toward peers.

b. Favorable, cooperative coupled with mutual trust and confidence.

c. Subservient to superiors, competition for status resulting in hostility toward peers.

d. Cooperative, reasonably favorable attitude toward others, may be some competition between peers.

30. How responsible do you feel for achieving the College's goals?

a. Feeling of real responsibility for organization's goals and motivated to implement them.

b. Management feel responsibility, others feel relatively less responsibility.

c. Substantial proportion or personnel feel responsibility.

d. Management feel responsibility, others feel next to none.

31. How would you characterize the amount of interaction and communication aimed at achieving the College's objectives?

a. Quite a bit.

b. Little

c. Very little

d. Much with both individuals and groups.

32. To what extent do the different levels tend to strive for high performance goals within this College?

a. High goals pressed by top, resistence by subordinates.

b. High goals sought by higher levels but with some resistence by lower levels.

c. High goals sought by top and partially resisted by subordinates.

d. High goals sought by all levels.

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JM/na
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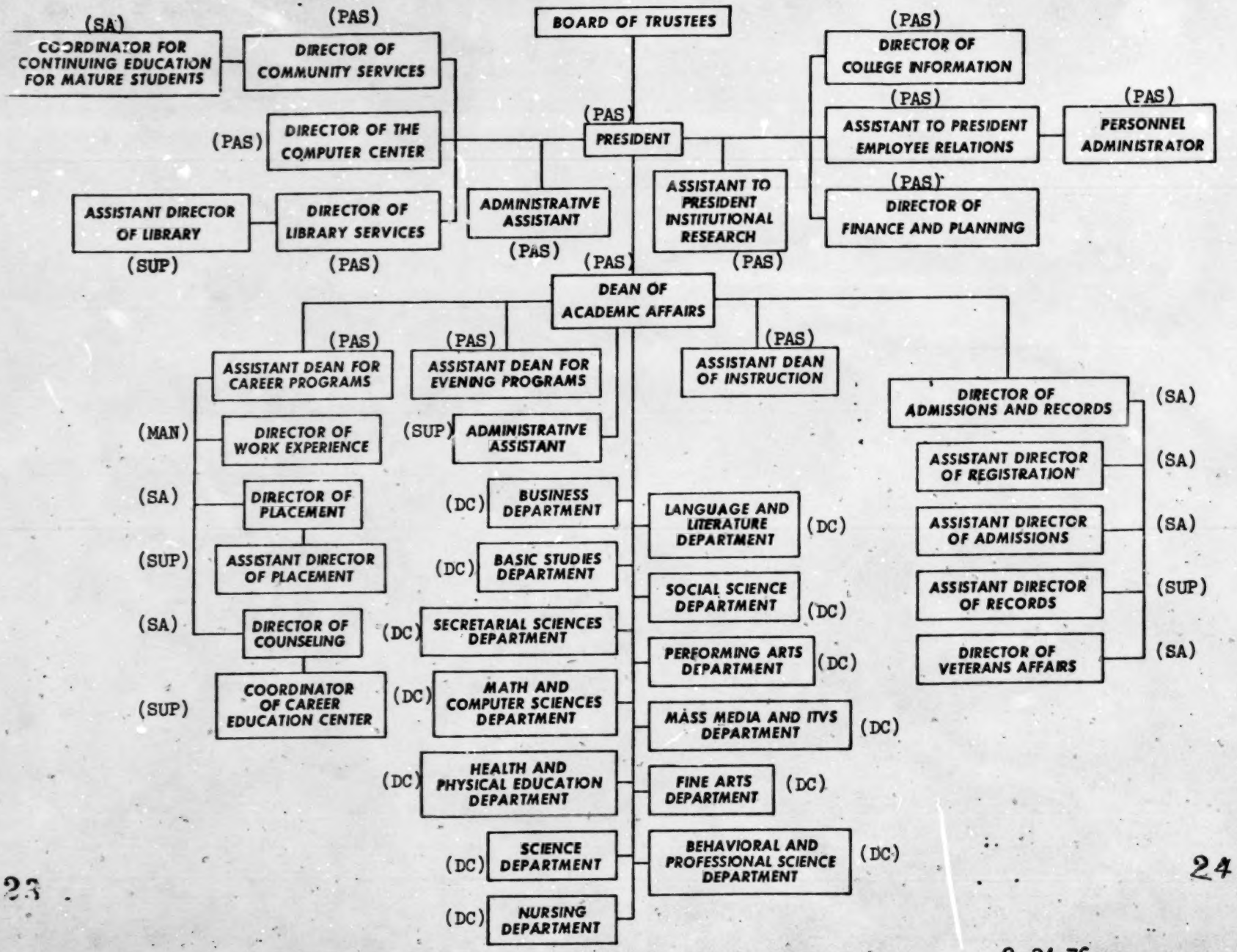
BUCKS COUNTY COMMUNITY COLLEGE ADMINISTRATION ORGANIZATIONAL CHART

APPENDIX B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DIRECTOR OF LIBRARY SERVICES (PAS)
ADMINISTRATIVE ASSISTANT (PAS)
ASSISTANT TO PRESIDENT INSTITUTIONAL RESEARCH (PAS)
(PAS) DIRECTOR OF COLLEGE INFORMATION
(PAS) ASSISTANT TO PRESIDENT EMPLOYEE RELATIONS
(PAS) PERSONNEL ADMINISTRATOR
(PAS) DIRECTOR OF FINANCE AND PLANNING
DEAN OF ACADEMIC AFFAIRS (PAS)
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(MAN) DIRECTOR OF WORK EXPERIENCE
(SA) DIRECTOR OF PLACEMENT
(SUP) ASSISTANT DIRECTOR OF PLACEMENT
(SA) DIRECTOR OF COUNSELING
(SUP) COORDINATOR OF CAREER EDUCATION CENTER
(PAS) ASSISTANT DEAN FOR EVENING PROGRAMS
(SUP) ADMINISTRATIVE ASSISTANT
(PAS) ASSISTANT DEAN OF INSTRUCTION
(DC) BUSINESS DEPARTMENT
(DC) BASIC STUDIES DEPARTMENT
(DC) SECRETARIAL SCIENCES DEPARTMENT
(DC) MATH AND COMPUTER SCIENCES DEPARTMENT
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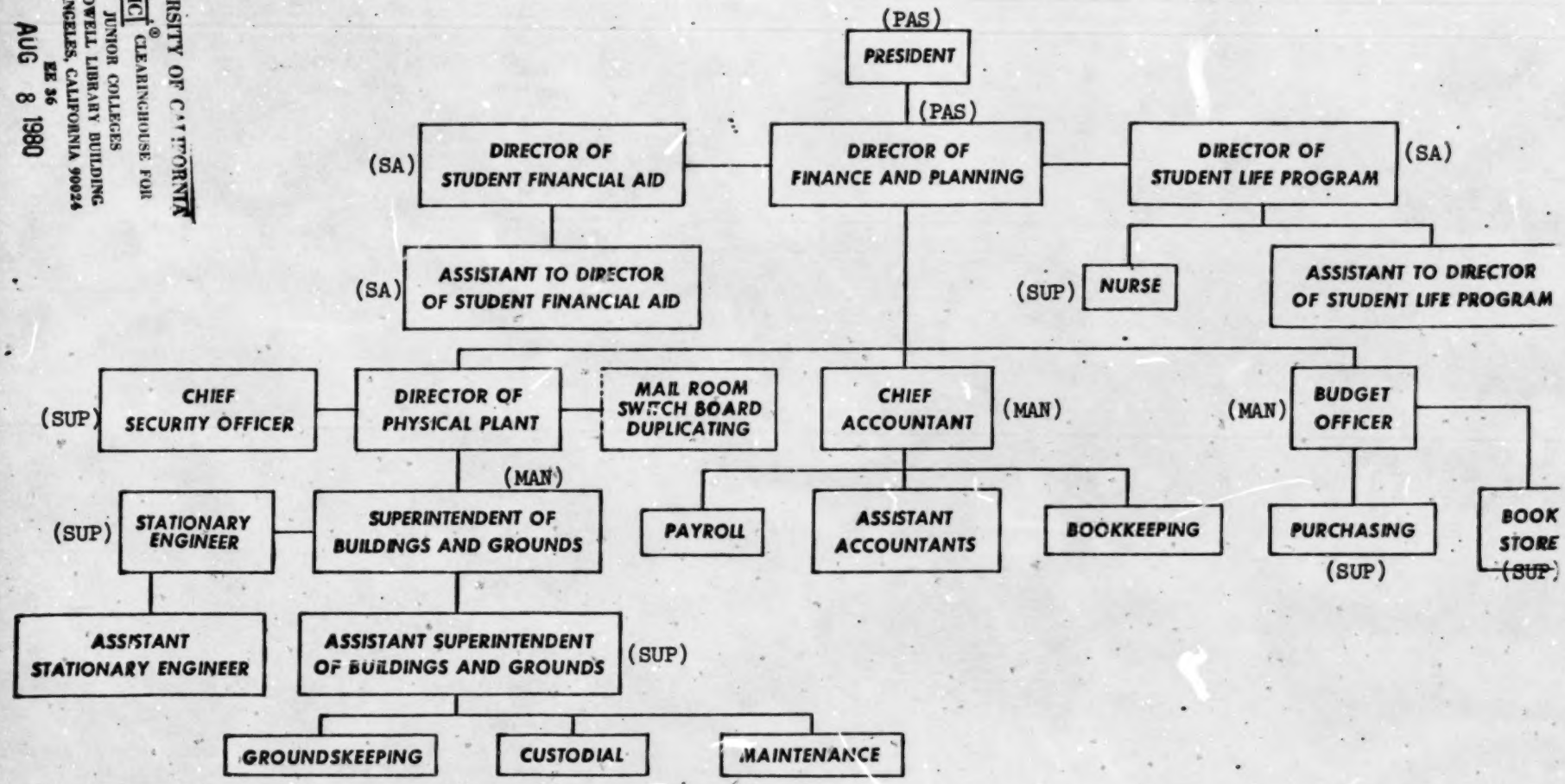

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